

Curriculum Content Framework

FAMILY AND CONSUMER SCIENCE COOPERATIVE EDUCATION I

Grade Level: 11-12 CIP Code: 00.0000	Year Course	Prerequisites: TP Foundation Core Course Code:
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Course Description: A cooperative course is an effort between the school and an employer to train an individual for jobs in a particular occupational field in which the individual has an occupational objective. Generally, the student spends four periods per day in school taking academic subjects and related occupational training. The remainder of the day is spent learning the occupational skill under the supervision of an employer. Emphasis in this course is given to development of competencies related to orientation to cooperative education; the vocational student organization; obtaining employment; personal awareness; job-specific information; success on the job; work and security; safety on the job; legal aspects of employment; taxes, social security, and insurance; financial management; personal career planning; and computer applications in Cooperative Education I. Upon completion of the course, a student should have gained job skills and actual career experiences related to an identified occupational objective.

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Unit 1: Orientation and FHA/HERO

5-10 Class Periods

Terminology: Chapter, color, cooperative, creed, curriculum, emblem, flower, HERO, motto, parliamentary procedure, student agreement, time work schedule, training station, Vocational Student Organization (VSO)

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 (match) Terms related to orientation and FHA/HERO		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 (define) Family and Consumer Science Cooperative Education (FCSCE)		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
1.3 (list) Five content areas in Family and Consumer Sciences Related Occupations		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes appropriate entries [1.6.22]
1.4 (name) Occupations and career opportunities in the five content areas		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes appropriate entries [1.6.22]
		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.5 (state) Rules and regulations of local Family and Consumer Science Cooperative Education program		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Adapts notes to a proper form [1.6.1]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
1.6 (explain) Roles of cooperating participants (school, training station, family)		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
1.7 (name) Records and forms used in Family and Consumer Science Cooperative Education		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes appropriate entries [1.6.22]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.8 (state) Reasons for keeping records and reports for Family and Consumer Science Cooperative Education	1.8.1 Complete records and forms used in Family and Consumer Science Cooperative Education.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; completes form accurately [1.6.7]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.9 (discuss) Guidelines used in evaluating student progress at school and on the job		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]

1.10 (state) Acronym for the vocational student organization for Family and Consumer Science Cooperative Education		Foundation	Reading Writing	Comprehends written information and applies it to a task [1.3.8] Uses technical words and symbols [1.6.20]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.11 (describe) Relationship between the vocational student organization and the Family and Consumer Science Cooperative Education Curriculum	1.11.1 Determine benefits of participation in local FHA/HERO.	Foundation	Reading	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.12 (outline) Basic organizational structure for all levels of VSO	1.12.1 Describe VSO meetings at all levels.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

1.13 (list) Leadership opportunities in FHA/HERO	1.13.1 Determine characteristics required for candidates for district and state officers.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Records data [1.6.16]; presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Leadership	Comprehends ideas and concepts related to leadership opportunities in FHA/HERO [2.4.2]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.14 (explain) FHA/HERO programs and projects at all levels	1.14.1 Discuss ways a chapter may participate in local, district, and state meetings and projects.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]; encourages/motivates members of a group or team [2.4.6]
		Personal Management	Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]

1.15 (discuss) Parliamentary procedure	1.15.1 Demonstrate correct parliamentary procedure for a FHA/HERO meeting.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]; applies/uses technical terms as appropriate to audience [1.5.2];
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Interpersonal	Leadership	Directs individuals in the performance of a specific task [2.4.5]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]

Unit 2: Personal Awareness

5-10 Class Periods

Terminology: Ability, aptitude, data, daydreaming, decision-making process, interests, lifestyle, personality, personality types, psychologists, self-concept, values

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 (match) Terms related to personal awareness		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
2.2 (describe) Lifestyle goal	2.2.1 Discuss the effect of work on lifestyle.	Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.3 Values (discuss)	2.3.1 Analyze personal values.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Summarizes written information [1.6.17]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
	2.3.2 Discuss the effect of values on a career choice.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.4 (discuss) Preference for data-people-things	2.4.1 Analyze personal preference for data-people-things.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
2.5 (name) Personal qualities needed for job success	2.5.1 Evaluate personal qualities in relation to job success.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Summarizes written information [1.6.17]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]
			Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]

2.6 (distinguish) Aptitude and ability		Foundation Thinking	Reading Writing Reasoning	Draws conclusions from what is read [1.3.12] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Uses logic to draw conclusions from available information [4.5.6]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.7 (list) Signs of positive and negative attitudes		Foundation	Reading Writing	Draws conclusions from what is read [1.3.12] Records data [1.6.16]
2.8 (suggest) Ways to improve self-concept	2.8.1 Develop a plan for improving self-concept.	Foundation Personal Management	Reading Writing Self-Esteem	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]; applies information to new situations [1.3.5] Presents answers/conclusions in a clear and understandable form [1.6.13]; organizes information into an appropriate format [1.6.10] Comprehends the importance of a positive self-concept [3.5.1]; develops/initiates a plan for self-improvement [3.5.4]
2.9 (list) Steps in decision-making process	2.9.1 Apply the decision-making process to a career choice.	Foundation Personal Management Thinking	Listening Reading Writing Career Awareness, Development, and Mobility Decision Making	Listens for content [1.2.3]; listens to follow directions [1.2.6] Analyzes and applies what has been read to specific task [1.3.2] Organizes information into an appropriate format [1.6.10] Explores career opportunities [3.1.6]; develops skills to locate, evaluate, and interpret career information [3.1.4]; analyzes own knowledge, skills, and ability [3.1.2] Demonstrates decision-making skills [4.2.4]; accepts responsibility for decision [4.2.1]

Unit 3: Obtaining Employment

10-15 Class Periods

Terminology: Career, employability skills, initiative, interview, letter of application, references, resumé

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 (match) Terms related to obtaining employment		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 (list) Sources of information concerning employment opportunities		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
3.3 (describe) Employability skills necessary for job success	3.3.1 Evaluate employability skills.	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]
			Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.4 (state) Guidelines for completing a job application form	3.4.1 Complete a sample job application form.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Writes logical and understandable sentences [1.6.23]; completes form accurately [1.6.7]; writes/prints legibly [1.6.24]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
3.5 (list) Guidelines for preparing a résumé	3.5.1 Prepare a résumé.	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; prepares a complex document in a concise manner [1.6.12]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
			Self-Esteem	Develops self-confidence by creating a résumé which promotes personal strengths/abilities [3.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.6 (name) Guidelines for writing a letter of application and a follow-up letter	3.6.1 Write a letter of application and a follow-up letter.	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Composes and creates document — letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]; checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
			Self-Esteem	Creates a positive self-image by selling self in a letter of application [3.5.2]
3.7 (name) Various types of pre-employment tests	3.7.1 Complete a pre-employment test.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Records data [1.6.16]; writes appropriate entries [1.6.22]; writes/prints legibly [1.6.24]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
3.8 (state) Guidelines in preparing for a job interview		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.9 (name) Guidelines for appropriate grooming and dress for a job interview		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
			Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
3.10 (name) Guidelines for conduct during a job interview		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]

3.11 (discuss) Ways to create a positive impression during an interview	3.11.1 Participate in a simulated job interview.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to task [1.3.8]
			Speaking	Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]
			Writing	Takes notes from various sources [1.6.18]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Career Awareness	Analyzes own knowledge, skills, and ability [3.1.2]
			Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]; presents positive image of personal attitudes and abilities [3.5.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	3.11.2 Evaluate a job interview.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Writing	Takes notes from various sources [1.6.18]; organizes information into an appropriate format [1.6.10]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
3.12 (list) Factors to consider when making a job choice		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]; identifies continuing changes in male/female roles at home and work [3.1.7]
3.13 (name) Employment opportunities in family and consumer sciences related occupations	3.13.1 Determine employment opportunities in the local area.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Uses standard occupational resource materials [1.3.22]; determines what information is needed [1.3.10]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]; explores career opportunities [3.1.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.14 (explain) Career pyramid		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6 .6]; applies/uses technical words and concepts [1.6.4]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
3.15 (name) Possible future job trends for family and consumer sciences related occupations		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Seeing Things in the Mind's Eye	Uses senses to perceive future job trends [4.6.5]

Unit 4: Success on the Job

10-15 Class Periods

Terminology: Absenteeism, attitude, commission, cooperation, criticism, dependability, discipline, enthusiasm, honesty, in-service training, layoff, loyalty, optimistic, overtime, pessimistic, pre-service training, salary, severance pay, stress, terminate, unemployment compensation, wages, work evaluation

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 (match) Terms related to success on the job		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 (name) Factors related to job success		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Summarizes written information [1.6.17]
			Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
		Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]

4.3 (explain) Effect of positive attitudes on job performance		Foundation	Reading	Comprehends information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.4 (list) Responsibilities of a desirable and productive employee/employer	4.4.1 Explain importance of following job policies, rules, and regulations.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thought, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
			Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
4.5 (name) Strategies for getting along with co-workers		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Cultural Diversity	Respects others' personal values, cultures, and traditions [2.2.4]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]; describes desirable worker characteristics [3.2.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.6 (discuss) Value of cooperation with co-workers, supervisors, and management		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
4.7 (explain) Benefits of pre-service/in-service training		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.8 (discuss) Business telephone etiquette		Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]; adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
4.9 (list) Effective communication techniques to use with managers, customers/clients, and co-workers	4.9.1 Demonstrate effective communication techniques in simulated job situations.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]; speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Customer Service	Applies human relations skills in real-life situations [2.3.1]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to demonstrate communication techniques [4.3.1]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.10 (state) Causes of stress in the workplace	4.10.1 Suggest ways to cope with stress in workplace.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Responsibility	Accepts responsibility for position [3.4.1]
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
			Decision Making	Evaluates information/data to make best decision [4.2.5]
4.11 (state) Common reasons employers give for terminating employees		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

4.12 (describe) Course of action when terminated voluntarily or involuntarily		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Integrity/ Honesty/ Work Ethic	Chooses ethical course of action [3.2.1]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.13 (discuss) Relationship of quality and quantity of work in specific work situations	4.13.1 Analyze quality of work and quantity of work in a specific work situation.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]

Unit 5: Personal Career Planning

5-10 Class Periods

Terminology: Apprenticeship, career cluster, career goals, career outlook, continuing education, entry level, flexible decision, Occupational Outlook Handbook, open-minded, personal career profile, profession, realistic goals, trade, vocation

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description

5.1 (match) Terms related to personal career planning		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.2 (state) Steps in developing a career plan		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]
		Personal Management	Career Awareness, Development, and Mobility	Comprehends ideas and concepts related to developing a career plan [3.1.3]; analyzes own knowledge, skills, and ability [3.1.2]
5.3 (name) Factors to consider when choosing a job/career		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]; analyzes impact of work on individual and family life [3.1.1]
5.4 (distinguish) Short-term and long-term goals		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.5 (discuss) Reasons for setting specific career goals	5.5.1 Determine personal career goals.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Summarizes written information [1.6.17]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]
5.6 (explain) Importance of a personal career profile	5.6.1 Design a personal career profile related to career goals.	Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]
		Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.7 (list) Steps in achieving career goals	5.7.1 Develop a plan for achieving personal career goals.	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]; sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]
		Thinking	Creative Thinking	Creates a new design by applying specified criteria [4.1.3]; identifies new goals and objectives [4.1.8]
5.8 (discuss) Career ladder in the family and consumer sciences cluster	5.8.1 Determine jobs in the family and consumer sciences cluster available in the local area.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses standard occupational resource materials [1.3.22]; adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]
			Writing	Records data [1.6.16]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]; explores career opportunities [3.1.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.9 (list) Entry level jobs in the family and consumer sciences cluster	5.9.1 Research education or training requirements to begin chosen career.	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]; develops skills to locate, evaluate, and interpret career information [3.1.4]; establishes and implements a plan of action [3.1.5]; identifies education and training needed to achieve goals [3.1.8]
	5.9.2 Research a career in the family and consumer sciences cluster.	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Takes notes from various sources [1.6.18]; composes and creates document — letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]; develops skills to locate, evaluate, and interpret career information [3.1.4]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

Unit 6: Progress Toward Career Goals

5-10 Class Periods

Terminology: Consistent, delegate, merit raise, minimum wage, perseverance, prestige, promotion, responsibility, seniority, supervisor

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 (match) Terms related to progress toward career goals		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 (name) Factors that determine employee eligibility for a promotion/pay raise	6.2.1 Compile a list of questions to assist an employer in determining the eligibility of an employee for a promotion/pay raise.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
		Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	6.2.2 Analyze scenarios to determine employee eligibility for pay raises/promotions.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]; describes desirable worker characteristics [3.2.3]
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
6.3 (discuss) Relationship between personal appearance and success in the workplace	6.3.1 Prepare a grooming checklist that promotes a professional image.	Foundation	Reading	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13]
			Writing	Summarizes written information [1.6.17]; organizes information into an appropriate format [1.6.10]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	6.3.2 Make a plan for improving personal appearance on the job.	Foundation	Reading	Follows written directions [1.3.13]
			Writing	Organizes information into appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
6.4 (list) Advantages and disadvantages of being a supervisor		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
6.5 (name) Guidelines for becoming an effective supervisor		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]
		Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.6 (name) Factors to consider before making the decision to change companies		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
6.7 (discuss) Courtesies to observe when terminating a job		Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 7: Safety on the Job

5-10 Class Periods

Terminology: Environmental Protection Agency (EPA), fatigue, Occupational Safety and Health Act (OSHA), physical limitations, safety hazards, safety standards, unsafe environment

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 (match) Terms related to safety on the job		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
7.2 (list) Main causes of accidents		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
7.3 (state) Causes of fatigue	7.3.1 Describe correct body mechanics for lifting and carrying objects.	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]; follows safety guidelines [1.4.16]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.4 (discuss) Types of human error that cause accidents		Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Communicates thoughts, ideas or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
7.5 (state) General rules for safety on the job		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Follows safety guidelines [1.4.16]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]

7.6 (name) Ways in which safety hazards on the job are being reduced		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to safety [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.7 (name) Agencies that work to prevent accidents on the job	7.7.1 Discuss OSHA and EPA as each applies to personal job situation.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Uses standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Writes appropriate entries [1.6.22]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
7.8 (list) Classes of fires		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Records data [1.6.16]

7.9 (give) Method of extinguishing each of the classes of fires	7.9.1 Outline the fire evacuation plan for your work site.	Foundation	Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Science	Describes/Explains scientific principles related to safety [1.4.14]; follows safety guidelines [1.4.16]
			Writing	Summarizes written information [1.6.17]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.10 (explain) Procedures for handling emergency situations on the job	7.10.1 Demonstrate basic first-aid techniques.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]; listens to follow directions [1.2.6]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Records data related to medical procedures [1.4.22]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Organizes information into an appropriate format [1.6.10]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]

	7.10.2 Describe procedures for handling specific accidents/emergencies.	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to medical procedures [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
		Thinking	Decision Making	Considers risks when making a decision [4.2.3]
			Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.11 (list) Items to include in a first-aid kit		Foundation	Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Records data [1.6.16]

Unit 8: The Changing Workplace: Our Economic System

5-10 Class Periods

Terminology: Capitol, consumer, deficit, economic system, entrepreneur, Federal Reserve System, free enterprise system, Gross National Product (GNP), inflation, labor union, market place, marketing, nontraditional work roles, profit, technology, unemployment

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 (match) Terms related to the changing workplace: our economic system		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

8.2 (distinguish) Free enterprise system and other systems		Foundation	Reading Writing	Draws conclusions from what is read [1.3.12] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.3 (discuss) Effect of economic changes in society on workers		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
8.4 (discuss) Supply and demand		Foundation	Listening	Listens for content [1.2.3]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Summarizes written information [1.6.17]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
8.5 (list) Factors that affect price changes		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to price changes [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.6 (name) Advantages and disadvantages of union membership		Foundation	Reading	Distinguishes between fact and opinion [1.3.11]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]
		Thinking	Decision Making	Identifies pros and cons to assist in decision- making process [4.2.7]
8.7 (define) "Risk level" of various jobs		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Problem Solving	Identifies possible reasons for problem [4.4.6]

8.8 (list) Resources needed to operate a business	8.8.1 Relate technology to success in business.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to business management [1.1.3]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Records data [1.6.16]; communicates thoughts, ideas or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.9 (name) Ways government is involved in the economy		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a system's operation from schematics [4.6.3]
8.10 (discuss) Role of individual worker in adapting to change in the workplace	8.10.1 Develop a plan for adapting to change in the workplace.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Takes notes from various sources [1.6.18]; organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
			Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.11 (name) Male/female nontraditional work roles	8.11.1 Analyze changing roles of males/females in society and the workplace.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]; identifies continuing changes in male/female roles at home and work [3.1.7]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 9: Financial Management

20-25 Class Periods

Terminology: Advertising, bonds, budget, certificate of deposit, co-sign, currency, FDIC, financial management, financial resources, financial responsibilities, signature, stocks

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description

9.1 (match) Terms related to financial management		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.2 (state) Guidelines for effective money management		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to money management [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
9.3 (name) Steps in developing a spending plan	9.3.1 Prepare a personal spending plan.	Foundation	Arithmetic/ Mathematics	Applies computation skills to develop a spending plan [1.1.5]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]

9.4 (match) Types of credit with correct definitions		Foundation	Arithmetic/ Mathematics Reading Writing	Comprehends mathematical ideas and concepts related to credit [1.1.13] Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.5 (list) Advantages and disadvantages of credit	9.5.1 Analyze purchases and services that warrant the use of credit.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to credit [1.1.13]
			Listening	Listens to follow directions [1.2.6]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Speaks in a clear, concise manner [1.5.12]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]
9.6 (discuss) Three C's of credit		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
9.7 (name) Information required on a credit application	9.7.1 Complete a credit application form.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Writes appropriate entries [1.6.22]; completes form accurately [1.6.7]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.8 (select) Ways to establish and maintain a good credit rating		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to establishing and maintaining a good credit rating [1.1.13]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Responsibility	Comprehends ideas and concepts related to establishing and maintaining a good credit rating [3.4.2]
9.9 (state) Information found on a typical computerized credit report	9.9.1 Evaluate a credit report.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to credit reports [1.1.13]
			Reading	Draws conclusions from what is read [1.3.12]; analyzes and applies what has been read to specific task [1.3.2]
			Writing	Records data [1.6.16]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.10 (list) Factors which determine cost of credit	9.10.1 Calculate the cost of credit for a specific purchase.	Foundation	Arithmetic/ Mathematics	Applies a mathematical formula to solve a problem [1.1.13]
			Reading	Draws conclusions from what is read [1.3.12]; uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
			Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
9.11 (match) Terms related to banking with definitions		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
9.12 (chart) Basic banking services with services provided		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]

<p>9.13 (state) Advantages of using a checking account</p>		<p>Foundation</p> <p>Thinking</p>	<p>Arithmetic/ Mathematics</p> <p>Reading</p> <p>Writing</p> <p>Reasoning</p>	<p>Comprehends mathematical ideas and concepts related to banking services [1.1.13]</p> <p>Comprehends written information for main ideas [1.3.7]</p> <p>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]</p> <p>Uses logic to draw conclusions from available information [4.5.6]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.14 (describe) Procedures for opening a checking and a savings account		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to banking services [1.1.13]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
9.15 (identify) Components of a check and a deposit slip		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
9.16 (name) Types of endorsements		Foundation	Reading	Interprets drawings to obtain factual information [1.3.17]
			Writing	Writes appropriate entries [1.6.22]
		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Records data [1.6.16]

9.17 (describe) Procedure for writing and endorsing a check	9.17.1 Demonstrate procedure for writing and endorsing a check.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to order of operations [1.1.13]; enters figures/calculations from one form or chart to another [1.1.21]
		Thinking	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Uses appropriate materials and techniques as specified [1.3.20]
			Writing	Writes appropriate entries [1.6.22]; completes form accurately [1.6.7]
			Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.18 (list) Substitutes for cash		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Records data [1.6.16]
9.19 (state) Steps in reconciling a bank statement with a personal check register	9.19.1 Reconcile a bank statement with a personal check register.	Foundation	Arithmetic/ Mathematics	Enters figures/calculations from one form or chart to another [1.1.21]; calculates dollar amounts [1.1.7]; uses calculator to solve mathematical problems [1.1.36]
			Reading	Comprehends written information and applies it to a task [1.3.8]; follows written directions [1.3.13]
			Writing	Records data [1.6.16]; writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
			Reasoning	Applies rules and principles to a new situation [4.5.1]
9.20 (describe) Functions of Federal Reserve System and FDIC		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

Unit 10: Insurance

10 Class Periods

Terminology: Beneficiary, cash value, claim, comprehensive, coverage, deductible, disability, face value, insurance, liability, policy, premium

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 (match) Terms related to insurance		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
10.2 (discuss) Benefits of insurance coverage		Foundation Thinking	Arithmetic/ Mathematics Reading Writing Reasoning	Comprehends mathematical ideas and concepts related to insurance coverage [1.1.13] Comprehends written information for main ideas [1.3.7] Presents answers/conclusions in a clear and understandable form [1.6.13] Sees relationship between two or more ideas, objects, or situations [4.5.5]
10.3 (list) Types of insurance		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
10.4 (describe) Types of life insurance		Foundation	Reading Writing	Comprehends written information for main ideas [1.3.7] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.5 (discuss) Factors which determine life insurance needs	10.5.1 Analyze life insurance needs for individuals under varying circumstances.	Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Records data [1.6.16]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
10.6 (discuss) Health insurance		Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human/maintenance management [1.4.14]
			Writing	Takes notes from various sources [1.6.18]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
10.7 (describe) Types of automobile insurance		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.8 (describe) Types of property insurance		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
10.9 (discuss) Factors that affect insurance rates		Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Draws conclusions from what is read [1.3.12]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Records data [1.6.16]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]; sees relationship between two or more ideas, objects, or situations [4.5.5]

10.10 (name) Insurance needs during various stages of the life cycle	10.10.1 Compare costs of insurance for an individual during various stages of the life cycle.	Foundation	Arithmetic/ Mathematics	Calculates dollar amounts [1.1.7]
			Listening	Listens for long-term contexts [1.2.7]; listens to follow directions [1.2.6]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

Unit 11: Legal Aspects of Employment

10-15 Class Periods

Terminology: Binding, competent parties, consideration, contract, countersign, defendant, laws, legal system, ordinances, party, plaintiff

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.1 (match) Terms related to legal aspects of employment		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
11.2 (discuss) Purpose of legal system		Foundation Personal Management Thinking	Listening Reading Speaking Writing Organizational Effectiveness Reasoning	Receives and interprets verbal messages [1.2.8] Draws conclusions from what is read [1.3.12] Communicates a thought, idea, of fact in spoken form [1.5.5] Writes logical and understandable sentences [1.6.23] Comprehends the organization's modes of operation [3.3.5] Extracts rules or principles from written information [4.5.4]
11.3 (describe) Major types of law		Foundation Thinking	Reading Writing Knowing How to Learn	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

11.4 (list) Two general types of contracts		Foundation	Reading Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Records data [1.6.16]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.5 (name) Elements of a contract that make it legal and binding	11.5.1 Analyze a written contract.	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]; draws conclusions from what is read [1.3.12]
			Writing	Writes appropriate entries [1.6.22]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze a written contract [4.3.1]
11.6 (discuss) Legal responsibilities of employee and employer under oral and written contracts		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

11.7 (name) Sources of information concerning wages and safety laws		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.8 (describe) Fair Labor Standards Act and its provisions		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]; applies/understands technical words that pertain to subject [1.3.6]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
11.9 (discuss) Selecting and dealing with a lawyer		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Asks questions to obtain information [1.5.4]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 12: Taxes

5-10 Class Periods

Terminology: Deduction, dependent, exemption, filing, Internal Revenue Service (IRS), levy, return, tax assessor, taxes, W-2 form, W-4 form

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.1 (match) Terms related to taxes		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
12.2 (list) Taxes withheld from earnings		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
12.3 (discuss) Process for completing individual tax forms	12.3.1 Complete a state tax form.	Foundation	Listening	Listens for content [1.2.3]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]; follows written directions [1.3.13]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Completes form accurately [1.6.7]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to complete a state tax form [4.3.1]
	12.3.2 Complete a federal tax form.	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]; follows written directions [1.3.13]
			Writing	Completes form accurately [1.6.7]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.4 (list) Local, state, and federal taxes other than income tax	12.4.1 Calculate city, county, and state sales tax on various items.	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]; applies a mathematical formula to solve a problem [1.1.3]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
12.5 (discuss) Purpose of taxation		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to taxation [1.1.13]
			Listening	Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 13: Social Security

5-10 Class Periods

Terminology: Benefits, contributions, disability, FICA, medicare, retirement, survivors, unemployment insurance, work credits, worker's compensation

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
13.1 (match) Terms related to social security		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
13.2 (explain) Process for obtaining a social security number		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
13.3 (name) Uses of a social security number		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Writes appropriate entries [1.6.22]
13.4 (explain) Major benefits of social security		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to benefits of social security [1.1.13]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Knowing How to Learn	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
13.5 (discuss) Responsibilities of employer and employee related to social security		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
13.6 (review) Changes in the social security system through the years	13.6.1 Predict the future of social security.	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
			Seeing Things in the Mind's Eye	Uses senses to perceive the future of social security [4.6.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
13.7 (discuss) Factors which influence the stability of the social security system		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Curriculum Content Framework

FAMILY AND CONSUMER SCIENCE COOPERATIVE EDUCATION II

Grade Level: 11-12

Year Course

Prerequisites: TP Foundation Core
FCSCE I

CIP Code: 00.0000

Course Code:

Course Description: Family and Consumer Science Cooperative Education II is the second level of cooperative training. It, too, is a cooperative effort between the school and selected training stations/employers to train individuals for a job in one of the occupational family and consumer sciences areas. The prerequisite for this course is Family and Consumer Science Cooperative I. Competencies emphasized build on those developed in the prerequisite course. Emphasis in this course is given to development of competencies related to orientation to cooperative vocational family and consumer science education, obtaining employment, job specific training, technology and the changing workplace, global factors that affect the workplace, the economic system and the employee, marketing products and services, taxes, organization of a business, financing a business, personnel in business, career advancement, individual development and improvement, and managing personal resources. Upon completion of this course, a student should have developed skills related to an identified occupational objective and gained actual work experiences related to that objective.

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Unit 1: Orientation and The Vocational Student Organization

5 Class Periods

Terminology: Chapter, cooperative, curriculum, HERO, parliamentary procedure, Vocational Student Organization (VSO)

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 (match) Terms related to orientation and the vocational student organization		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 (define) Family and Consumer Science Cooperative Education (FCSCE)		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
1.3 (state) Rules and regulations of local Family and Consumer Science Cooperative Education program		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Writes appropriate entries [1.6.22]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

1.4 (explain) Roles of cooperating participants (school, training station, family)		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.5 (discuss) Advantages and disadvantages of Family and Consumer Science Cooperative Education		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.6 (describe) Guidelines used in evaluating student progress at school and on the job		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]; analyzes effectiveness of performance evaluation system [3.3.2]

1.7 (explain) Relationship between the Vocational Student Organization (HERO) and Family and Consumer Science Cooperative Education		Foundation Thinking	Reading Writing Reasoning	Draws conclusions from what is read [1.3.12] Presents own opinion in written form in a clear, concise manner [1.6.14] Sees relationship between two or more ideas, objects, or situations [4.5.5]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.8 (discuss) Basic facts, philosophy, and symbols of FHA/HERO		Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
1.9 (list) Leadership opportunities in FHA/HERO	1.9.1 Describe procedures for electing local FHA/HERO officers.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Records data [1.6.16]; presents answers/ conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Leadership	Comprehends ideas and concepts related to leadership opportunities in FHA/HERO [2.4.2]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

1.10 (discuss) HERO programs/projects at the local level and above	1.10.1 Select programs/projects for local level.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	1.10.2 Plan for participation in HERO programs/projects at district and state levels.	Foundation	Reading	Determines what information is needed [1.3.10]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
		Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]

1.11 (discuss) Parliamentary procedure	1.11.1 Demonstrate correct use of parliamentary procedure.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Interpersonal	Leadership	Directs individuals in the performance of a specific task [2.4.5]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]

Unit 2: Obtaining Employment

5 Class Periods

Terminology: Application form, interview, job leads, letter of application, personal data sheet, references, résumé, standard English

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 (match) Terms related to obtaining employment		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
2.2 (list) Sources of information concerning employment opportunities		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]

2.3 (name) Employment opportunities in family and consumer sciences related occupations	2.3.1 Determine employment opportunities in the local area.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Determines what information is needed [1.3.10]; uses standard occupational resource materials [1.3.22]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]; explores career opportunities [3.1.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	2.3.2 Write a job description for a family and consumer sciences related occupation.	Foundation	Reading	Uses standard occupational resource materials [1.3.22]; identifies relevant details, facts, and specifications [1.3.16]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

2.4 (name) Steps in organizing a job search	2.4.1 Determine sources of information concerning job openings.	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.5 (state) Guidelines for preparing a résumé	2.5.1 Prepare a résumé.	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; prepares a complex document in a concise manner [1.6.12]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]; presents personal skills as benefits for company objective [3.3.7]
			Self-Esteem	Develops self-confidence by creating a résumé which promotes personal strengths/abilities [3.5.5]
2.6 (name) Ways to secure a job interview		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes logical and understandable sentences [1.6.23]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

2.7 (name) Guidelines for writing a letter of application	2.7.1 Write a letter of application.	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]; presents personal skills as benefits for company objective [3.3.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.8 (state) Guidelines for completing a job application form	2.8.1 Complete a sample job application form.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Writes logical and understandable sentences [1.6.23]; completes form accurately [1.6.7]; writes/prints legibly [1.6.24]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]; presents personal skills as benefits for company objective [3.3.7]
2.9 (name) Guidelines for appropriate grooming and dress for a job interview		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]

2.10 (name) Factors to consider when making a job choice	2.10.1 Describe correct procedure to accept or reject a job offer.	Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]; identifies continuing changes in male/female roles at home and work [3.1.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.11 (list) Employability skills necessary for job success	2.11.1 Evaluate employability skills.	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
		Personal Management	Writing	Records data [1.6.16]
			Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]
			Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
2.12 (name) Ways technology affects job trends in the field of clothing and textiles		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.13 (discuss) Types of experience gained in Family and Consumer Science Cooperative Education employment	2.13.1 Evaluate experience gained in Family and Consumer Science Cooperative Education employment to career objectives.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Follows written directions [1.3.13]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]; monitors progress toward goal attainment [3.1.10]

Unit 3: Job Specific Training

5-10 Class Periods

Terminology: Body language, communication, enunciation, feedback, focus, in-service, job description, pre-service, pronunciation, vocabulary, work evaluation

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 (match) Terms related to job specific training		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.2 (list) Methods used by training stations to make students employable		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
3.3 (state) Methods used by work stations to train students for employability		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

3.4 (list) Policies, rules, and regulations of the training station	3.4.1 Describe policies, rules, and regulations of specific training station.	Foundation	Reading	Uses standard occupational resource materials [1.3.22]; identifies relevant details, facts, and specifications [1.3.16]
			Writing	Records data [1.6.16]; communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 (discuss) Information found on a job description	3.5.1 Write an individualized job description.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.8 (discuss) Types and purposes of pre-service/ in-service training		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses standard occupational resource materials [1.3.22]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]; comprehends the organization's modes of operation [3.3.5]

3.9 (list) Employer considerations for job advancement	3.9.1 Devise a job advancement plan.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Takes notes from various sources [1.6.18]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness. Development, and Mobility	Establishes and implements a plan of action [3.1.5]
			Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	3.9.2 Assess past and present job advancement.	Foundation	Reading	Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

3.10 (discuss) Communication process		Foundation	Listening	Listens for content [1.2.3]
			Reading	Draws conclusions from what is read [1.3.12]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.11 (discuss) Ways to communicate effectively with customers, supervisors, and team members	3.11.1 Role play simulated job situations using effective communication techniques.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
		Interpersonal	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Cultural Diversity	Recognizes differences among team members [2.2.3]
		Personal Management	Customer Service	Establishes positive first impression with customers [2.3.4]; handles criticism, disagreement, or disappointment during a conversation [2.3.5]; shows initiative and courtesy in meeting and working with customers [2.3.8]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

3.12 (describe) Evaluation criteria for job performance	3.12.1 Evaluate personal job performance.	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]; analyzes and applies what has been read to specific task [1.3.2]
		Personal Management	Writing	Organizes information into an appropriate format [1.6.10]
			Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]; establishes and implements a plan of action [3.1.5]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]; identifies characteristics desired by organization [3.3.6]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	3.12.2 Evaluate job performance of other team members.	Foundation	Reading	Draws conclusions from what is read [1.3.12]; identifies inaccurate information/entries on written documents [1.3.15]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]; identifies characteristics desired by organization [3.3.6]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

Unit 4: Technology and the Changing Workplace

5-10 Class Periods

Terminology: Computer, dual career, entrepreneur, flextime, job sharing, production, robotics, robots, stress, technology, transferable skills

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 (match) Terms related to technology and the changing workplace		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.2 (discuss) Computer use in the workplace	4.2.1 Analyze the impact of computers on the current and future workplace.	Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Seeing Things in the Mind's Eye	Imagines a flow of work activities from narrative descriptions [4.6.1]; uses senses to perceive impact of computers on the workplace [4.6.5]

4.3 (name) Jobs that may disappear as a result of changing technology	4.3.1 Research changing technology.	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.4 (name) Jobs that may appear as a result of changing technology		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Seeing Things in the Mind's Eye	Uses senses to perceive future job trends [4.6.5]
4.5 (name) Skills that may be required as a result of changing technology		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Seeing Things in the Mind's Eye	Uses senses to perceive skills resulting from changing technology [4.6.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.7 (discuss) Effects of technology on the job market	4.7.1 Analyze effects of technology on the job market.	Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

4.8 (suggest) New and emerging opportunities for men and women in the job market		Foundation Personal Management Thinking	Reading Writing Career Awareness, Development, and Mobility Seeing Things in the Mind's Eye	Draws conclusions from what is read [1.3.12] Records data [1.6.16] Identifies continuing changes in male/female roles at home and work [3.1.7] Uses senses to perceive opportunities for men and women in the job market [4.6.5]
4.9 (describe) Response of businesses to social changes		Foundation Thinking	Reading Writing Reasoning	Draws conclusions from what is read [1.3.12] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.10 (list) Causes and effects of stress in the workplace		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

4.11 (suggest) Ways to cope with stress effectively	4.11.1 Develop a personal plan for coping with stress effectively.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
			Decision Making	Evaluates information/data to make best decision [4.2.5]
			Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.12 (explain) Value of a broad education, career education, and continuing education		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]; identifies education and training needed to achieve goals [3.1.8]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 5: Global Factors that Affect the Workplace

3-5 Class Periods

Terminology: Benefits, global, global economy, global factors, work conditions, work ethic

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 (match) Terms related to global factors that affect the workplace		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.2 (list) Global factors that affect the workplace		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
			Seeing Things in the Mind's Eye	Organizes and processes images — symbols, pictures, graphs, objects, etc. [4.6.2]

5.3 (discuss) Work ethic of workers in various countries		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Cultural Diversity	Recognizes differences among team members [2.2.3]; respects others' personal values, cultures, and traditions [2.2.4]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.4 (describe) Wages, work conditions, and benefits of various countries	5.4.1 Compare wages, work conditions, and benefits of various countries.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]; applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Cultural Diversity	Respects others' personal values, cultures, and traditions [2.2.4]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

Unit 6: The Economic System and the Employee

5-10 Class Periods

Terminology: Capital, capitalism, competition, consumer, economic system, economist, entrepreneur, Federal Reserve System, free enterprise system, Gross national

produce (GNP), inflation, labor union, management, marketplace, natural resources, producers, profit motive, technology, unemployment

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 (match) Terms related to economic system and the employee		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.2 (describe) Major economic systems	6.2.1 Contrast major economic systems.	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to contrast economic systems [4.3.1]
6.3 (state) Components of the free enterprise system		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]

6.4 (name) Factors which contribute to the success of an economic system		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.5 (discuss) Role of competition in the free enterprise system		Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

6.6 (discuss) Role of government in the free enterprise system		Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.7 (explain) Role of the individual in the free enterprise system	6.7.1 Plan for personal involvement in the free enterprise system.	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
			Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 7: Marketing Products and Services

5-10 Class Periods

Terminology: Demand, distribution, laws of supply and demand, marketing, production, productivity, profit, promotion, supply, trade

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 (match) Terms related to marketing products and services		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.2 (list) Types of marketing activities		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes appropriate entries [1.6.22]
7.3 (name) Factors to consider in planning marketing strategy		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to marketing [1.1.13]
			Reading	Determines what information is needed [1.3.10]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

7.4 (state) Methods of promotion	7.4.1 Evaluate promotion methods.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
		Personal Management	Writing	Records data [1.6.16]; analyzes data, summarizes results, and makes conclusions [1.6.2]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]; comprehends the organization's modes of operation [3.3.5]
			Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	7.4.2 Develop a promotion plan for an item (or a service).	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Follows written directions [1.3.13]
			Writing	Organizes information into an appropriate format [1.6.10]
		Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
7.5 (list) Costs of marketing		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to marketing [1.1.13]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Records data [1.6.16]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.6 (discuss) Value of marketing research	7.6.1 Develop a field study plan for a service area.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to marketing [1.1.13]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

	7.6.2 Participate in a service area field study.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Follows written directions [1.3.13]
			Speaking	Asks questions to obtain information [1.5.4]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.7 (explain) Ways that packaging helps sell products	7.7.1 Design a package for a specific product.	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
		Thinking	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
			Creative Thinking	Uses imagination to create something new [4.1.1]
			Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
			Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]

7.8 (describe) Ways computers are used in marketing products and services		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to computer use in marketing [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to computer use [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]

Unit 8: Taxes

5 Class Periods

Terminology: Deduction, dependent, exemption, filing, Internal Revenue Service (IRS), levy, return, tax assessor, taxes, W-2 Form, W-4 Form

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 (match) Terms related to taxes		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
8.2 (name) Benefits of taxation		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to taxation [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
8.3 (list) Records which should be kept for income tax purposes		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Records data [1.6.16]

8.4 (discuss) Requirements for using different types of income tax forms		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.5 (explain) Process for completing personal, state, and federal tax forms	8.5.1 Complete personal, state, and federal tax forms.	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]; follows written directions [1.3.13]
			Writing	Takes notes from various sources [1.6.18]; completes form accurately [1.6.7]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to complete tax forms [4.3.1]
8.6 (determine) State and federal tax liability using tax tables		Foundation	Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Records data [1.6.16]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

8.7 (explain) Role of a taxpayer as a citizen, consumer, and wage earner		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 9: Organization of a Business

10-15 Class Periods

Terminology: Corporation, dividends, entrepreneurship, excise tax report, franchise, inventory, operating expense (overhead), partnership, profit, profit ratio, revenue, sales forecast, sole proprietorship, stockholders, tax permit

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 (match) Terms related to organization of a business		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
9.2 (name) Service occupations	9.2.1 Analyze local jobs related to service occupations.	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]; establishes and implements a plan of action [3.1.5]
			Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

9.3 (name) Type of business organizations		Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Records data [1.6.16]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.4 (list) Major reasons for business failure		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
9.5 (state) Advantages and disadvantages of self-employment		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
9.6 (name) Sources of financial assistance for beginning a business		Foundation	Reading	Determines what information is needed [1.3.10]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

9.7 (list) Elements of competition in business		Foundation	Reading Writing Knowing How to Learn	Determines what information is needed [1.3.10] Writes appropriate entries [1.6.22] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.8 (state) Basic factors to consider when selecting a location for a new business		Foundation Thinking	Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Takes notes from various sources [1.6.18]
			Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]
			Reasoning	Uses logic to draw conclusions from available information [4.5.6]
9.9 (explain) Importance of a sales forecast		Foundation Thinking	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

9.10 (list) Advantages and disadvantages of sole proprietorship, partnership, and franchise		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
9.11 (state) Factors which determine the selling price of a product		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to profit/loss [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]; uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.12 (discuss) Operating requirements of local, state, and federal government		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses standard occupational resource materials [1.3.22]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Takes notes from various sources [1.6.18]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

9.13 (explain) Financial records used by business		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to business management [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Takes notes from various sources [1.6.18]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]

Unit 10: Financing a Business

10-15 Class Periods

Terminology: Assets, banks, collateral, credit rating, credit unions, financial statement, liabilities, operation plan, Small Business Administration, tight economy

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 (match) Terms related to financing a business		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
10.2 (state) Information to include in the description of a new business		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to starting a business [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

10.3 (list) Items to consider in start-up costs and operating costs	10.3.1 Estimate financial cost for starting a new business.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]; calculates/estimates costs [1.1.8]
			Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
			Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.4 (discuss) Overhead expenses		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to business management [1.1.13]
			Listening	Listens for conversation [1.2.4]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Takes notes from various sources [1.6.18]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

10.5 (discuss) Finances needed to start a new business		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to financing a business [1.1.13]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Records data [1.6.16]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.6 (name) Information requested on a financial statement included in a business plan	10.6.1 Develop a financial statement.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]; applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to develop a financial statement [4.3.1]
10.7 (explain) Methods for obtaining funds for beginning a business enterprise		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

10.8 (list) Possible sources of loans for a new business		Foundation	Reading Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Records data [1.6.16]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.9 (explain) Short-term, intermediate, and long-term financing	10.9.1 Compare short-term, intermediate, and long-term financing.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to financing a business [1.1.13]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]; applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]

10.10 (name) Elements to include in a well-developed financial plan	10.10.1 Develop a plan for financing a new business enterprise.	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]; follows written directions [1.3.13]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]

Unit 11: Personnel in Business

10-15 Class Periods

Terminology: Closed shop, employee evaluation, fringe benefits, job description, labor contract, negotiations, open shop, personnel, personnel management, strike

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.1 (match) Terms related to personnel in business		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
11.2 (list) Areas covered under personnel management		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Writes appropriate entries [1.6.22]

11.3 (discuss) Process of selecting personnel	11.3.1 Develop questions to be used when selecting personnel.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]; applies knowledge to implement work-related system or practice [3.3.4]
11.4 (list) Sources for recruiting employees		Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Writing	Writes appropriate entries [1.6.22]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.5 (name) Factors which determine salary		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to determining salaries [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
11.6 (determine) Fringe benefits available to employees	11.6.1 Calculate fringe benefits.	Foundation	Arithmetic/ Mathematics	Applies computation skills to calculate fringe benefits [1.1.5]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]; applies knowledge to implement work-related system or practice [3.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.7 (discuss) Job descriptions	11.7.1 Write a job description.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Creative Thinking	Combines ideas or information in new way [4.1.2]

	11.7.2 Analyze a job description.	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.8 (discuss) Personality-oriented and result-oriented evaluations	11.8.1 Distinguish between a personality-oriented evaluation and a result-oriented evaluation.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]; analyzes effectiveness of performance evaluation system [3.3.2]

	11.8.2 Analyze an evaluation form.	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.9 (discuss) Advantages and disadvantages of union membership	11.9.1 Research history of labor unions.	Foundation	Listening	Listens for content [1.2.3]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]; draws conclusions from what is read [1.3.12]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Takes notes from various sources [1.6.18]; composes and creates document — letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 12: Career Advancement
10-15 Class periods

Terminology: Antidiscrimination laws, career advancement, career objectives, job evaluation, management positions, personal qualities

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.1 (match) Terms related to career advancement		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.2 (describe) Progress on current job		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
12.3 (discuss) Factors considered for promotions		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
			Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]

12.4 (list) Guidelines used in evaluation of student progress	12.4.1 Complete a performance evaluation.	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Integrity/ Honesty/ Work Ethic	Chooses ethical course of action [3.2.1]; follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]; identifies characteristics desired by organization [3.3.6]; presents personal skills as benefits for company objective [3.3.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.5 (discuss) Advancement opportunities in training station	12.5.1 Analyze training station for advancement opportunities.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]; establishes and implements a plan of action [3.1.5]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

12.6 (list) Personal qualities needed for job advancement	12.6.1 Evaluate personal qualities needed for job advancement.	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Records data [1.6.16]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]
		Thinking	Organizational Effectiveness Reasoning	Presents personal skills as benefits for company objective [3.3.7] Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.7 (discuss) Benefits of job evaluation process	12.7.1 Analyze ways information gained through evaluation process can improve chances for advancement.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Draws conclusions from what is read [1.3.12]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

12.8 (explain) Basic responsibilities of workers in management positions		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.9 (name) Sources of information concerning career opportunities		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
12.10 (explain) Career pyramid		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; applies/uses technical words and concepts [1.6.4]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]

12.11 (predict) Job outlook		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
		Thinking	Seeing Things in the Mind's Eye	Organizes and processes images — symbols, pictures, graphs, objects, etc. [4.6.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.12 (describe) Plan for obtaining a specific job	12.12.1 Update career objectives.	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]; analyzes own knowledge, skills, and ability [3.1.2]; sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]; establishes and implements a plan of action [3.1.5]
		Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]

Unit 13: Individual Development and Improvement

10-15 Class Periods

Terminology: Dovetailing, esteem, flexible, priorities, procrastination, realistic goals, self-esteem, self-realization, shortcut, social needs, survival needs

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description

13.1 (match) Terms related to individual development and improvement		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
13.2 (name) Basic human needs		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
13.3 (discuss) Maslow's hierarchy of needs		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Speaks in a clear, concise manner [1.5.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
13.4 (list) Reasons people work	13.4.1 Analyze personal reasons for working.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Creative Thinking	Forms opinions [4.1.7]
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

13.5 (name) Experiences of an individual who has achieved self-realization		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		Thinking	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
			Seeing Things in the Mind's Eye	Uses senses to perceive results of achieving self-realization [4.6.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
13.6 (state) Guidelines for effective time management		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Reasoning	Comprehends ideas and concepts related to time management [4.5.2]

13.7 (list) Benefits of time-management skills	13.7.1 Develop a personal time-management plan.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.5]
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
13.8 (discuss) Business etiquette	13.8.1 Demonstrate business etiquette in a simulated job situation.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Takes notes from various sources [1.6.18]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]; adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
13.9 (name) Factors which contribute to wellness		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to wellness [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
13.10 (explain) Relationship between wellness and job success	13.10.1 Develop a plan for maintaining wellness.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Science	Applies scientific principles related to wellness [1.4.5]
			Writing	Communicates thoughts ideas or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking	Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

13.11 (describe) Relationship between personal appearance and job success	13.11.1 Develop a plan for improving appearance on the job.	Foundation	Reading	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Summarizes written information [1.6.17]; organizes information into an appropriate format [1.6.10]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
			Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 14: Managing Personal Resources

30-35 Class Periods

Terminology: Bait and switch, Better Business Bureau, brand names, consumer, consumer fraud, Consumer Products Safety Commission, Federal Trade Commission (FTC), Food and Drug Administration (FDA), imitation, leasing, lobby, peers, peer pressure, renting, responsible buying

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
14.1 (match) Terms related to managing personal resources		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
14.2 (describe) Needs and wants	14.2.1 Distinguish between needs and wants.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

14.3 (state) Factors which influence consumer spending		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to consumer spending [1.1.13]
			Reading	Determines what information is needed [1.3.10]
			Science	Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
14.4 (name) Advantages of a spending plan		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to using a financial plan [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

14.5 (list) Steps in preparing a spending plan	14.5.1 Prepare a personal spending plan.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Personal Management	Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
		Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
14.6 (discuss) Benefits of saving money		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to a savings plan [1.1.13]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Takes notes from various sources [1.6.18]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

14.7 (name) Saving options	14.7.1 Develop a personal savings plan to include an allowance for continuing education.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness	Identifies education and training needed to achieve goals [3.1.8]; sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]
			Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
14.8 (name) Sources of consumer information		Foundation	Reading	Determines what information is needed [1.3.10]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
14.9 (discuss) Effective shopping skills		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to money management [1.1.13]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Draws conclusions from what is read [1.3.12]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]

14.10 (describe) Procedure for filing a consumer complaint		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
14.11 (discuss) Consumer protection laws and agencies		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
14.12 (state) Advantages and disadvantages of advertising		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
14.13 (list) Information found on labels of food, clothing, and home furnishings items		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Records data [1.6.16]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
14.14 (name) Personal food needs	14.14.1 Compute cost of food for a week, a month, and a year.	Foundation	Arithmetic/ Mathematics	Applies computation skills to determine cost [1.1.5]
			Reading	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

14.15 (list) Personal clothing needs	14.15.1 Inventory current wardrobe.	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	14.15.2 Estimate cost of wardrobe suitable for specific job.	Foundation	Arithmetic/ Mathematics	Applies computation skills to estimate cost [1.1.5]
			Reading	Follows written directions [1.3.13]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

14.16 (explain) Personal health and fitness needs	14.16.1 Compute cost of health and fitness needs.	Foundation	Arithmetic/ Mathematics	Applies computation skills to determine cost [1.1.5]
			Reading	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
14.17 (discuss) Housing options	14.17.1 Research cost of housing in local area.	Foundation	Arithmetic/ Mathematics	Calculates/Estimates cost [1.1.8]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information and applies it to a task [1.3.8]; identifies relevant details, facts, and specifications [1.3.16]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Records data [1.6.16]; presents answers/ conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

14.18 (discuss) Transportation options	14.18.1 Compare costs of various forms of transportation in local area.	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Determines what information is needed [1.3.10]; identifies relevant details, facts, and specifications [1.3.16]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
14.19 (describe) Insurance needs	14.19.1 Estimate cost of insurance needs.	Foundation	Arithmetic/ Mathematics	Calculates/Estimates cost [1.1.8]
			Reading	Determines what information is needed [1.3.10]; identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

14.20 (explain) Responsibilities assumed when signing legal documents, leases, and contracts	14.20.1 Analyze examples of legal documents.	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings [1.1.25]
			Reading	Comprehends written information for main ideas [1.3.7]; analyzes and applies what has been read to specific task [1.3.2]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
14.21 (explain) Ways a computer can be used to manage resources	14.21.1 Plan ways to manage resources using a computer.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to computer use [1.1.13]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Records data related to computer use [1.4.22]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Creative Thinking	Combines ideas or information in new way [4.1.2]
			Knowing How to Learn	Applies new knowledge and skills to plan computer use [4.3.1]

14.22 (designate) Factors to consider when purchasing a computer	14.22.1 Compare brands of computers.	Foundation	Arithmetic/ Mathematics	Applies computation skills to determine unit price [1.1.5]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Summarizes written information [1.6.17]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]